

## **Family and Consumer Science II**

### **Meal Management**

**Concept:** Planning, procuring, and preparing meals for a family requires nutrition knowledge, consumer buying skills, and food preparation skills.

**Topic:** Planning and preparing meals for a family

#### **Guiding Questions:**

1. What influences my family's food choices?
2. What decisions will I have to make as I plan meals, purchase groceries and prepare meals?
3. What personal and financial resources will influence my decisions?

#### **Technical Standards:**

- 6.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.
- 6.2.2 Examine the relationship of nutrition and wellness to individual and family health throughout the life span.
- 6.3 Demonstrate planning, selecting, storing, preparing, and serving foods to meet nutritional needs of individuals and families across the life span.
- 6.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.
- 6.3.2 Select, store, prepare and serve nutritious and aesthetically pleasing foods that meet health and wellness needs of family members based on available resources.

#### **Academic Standards:**

Language Arts--Writing:

Goal 2, Indicator 1 Use appropriate mechanics, usage and conventions of language

Goal 2, Indicator 4 Write to clarify and enhance understanding of information

Mathematics—Number Sense

Goal 4, Indicator 2 Apply number operations with real numbers and other number systems

#### **Transferable Work Skills:**

##### Foundations skills

Basic skills: Reading, Writing, Mathematics

Thinking skills: Making Decisions

##### Competencies

Resources: Allocates Time and Money

Information: Interpret and Communicate Information, Use Computers to

Process Information

### Instructional Delivery Plan:

This project will be introduced after the Nutrition and the Life Cycle unit, and Food Preparation Unit. One to two days will be spent discussing influences on food choices and consumer buying skills. The project will then be introduced and discussed.

### .Instructional Activities:

"We are currently studying planning, purchasing and preparing food. This project gives you the opportunity to practice what we have been talking about in class, both in your actual family situation and as a class project."

- I. Assess your family. Interview members of your family and make a family "snapshot". needs to be in this format:
  1. Cover page
  2. What are the nutritional needs of your family? Make each family an individualized food pyramid with the handout given.
  3. What appeals to your family? Talk with family members and write a paragraph or two describing what your family likes.
  4. How much do you spend on food? Talk with the family member that purchases food most often. Write a paragraph or two about what your family does to save money on their food bill.  
(Put #3 and #4 on one page)
  5. Make a meal plan for one week, using your family's schedules, newspaper ads, and any other resources you need.
  6. Prepare a shopping list and price your meals in an actual store. Be sure to include actual amounts in your list, and consider all foods needed for the meals.
  7. Plan, purchase the groceries needed and prepare one meal you planned for your family. Write a paragraph on your family's reaction.
  8. Draw for an item in a menu, choose a food, find a recipe for it, and plan a market order for that dish to serve 15 people.

### Assessment:

To assess the project, this checklist will be used:					
5	4	3	2	1	"Snapshot" is complete and shows evidence of research. (X3)
5	4	3	2	1	Menus are appealing in color, texture, flavor, etc. (X2)
5	4	3	2	1	Menus follow food pyramid guidelines (X3)
5	4	3	2	1	Menus used shopping ads (X2)
5	4	3	2	1	Shopping list was complete; matched menus (X1)
5	4	3	2	1	Effort was made to save money when purchasing food(X2)
5	4	3	2	1	Leftovers were used when possible (X1)

5	4	3	2	1	Final price list was complete and correct (X2)
5	4	3	2	1	Guest meal item was appropriate; recipe was found, market order was prepared. (X2)
5	4	3	2	1	All components of the project are present; on time (X2)